Step-by-step planner: UDL lesson design

Step 1: Proactively design

Analyze the lesson goal

Record what students will know, do, and care about in this part of the lesson. (Think about the content they need to understand, group work there may be, and different skills in the activity or task.)

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Next, decide on the primary goal for this part of the lesson. Craft a clear, specific goal for students to focus on.

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Optional tool: Top 10 UDL Tips for Developing Goals

Ask yourself or a planning partner:

☐ Is my goal **clear** and **specific**?

☐ Have I separated the **primary goal** from the other parts of the lesson?

Anticipate variability: Engagement

What do you anticipate the range of student interest and effort will be for this part of the lesson?

_____

_____

What do you anticipate as barriers to student engagement?

_____

_____

What one or two design strategies can you include in your lesson to increase engagement?

_____

_____

Ask yourself or a planning partner:

☐ Do the design strategies support the learning goal?

☐ Do the design strategies support the range of my students' **interest, effort, or self-regulation**?

Optional tool: Use CAST's UDL Engagement Guidelines to explore options for engagement. Examples:

- Choice boards to get students' interest
- Options for collaboration to sustain effort
- Options for self or group reflection for self-regulation

Anticipate variability: Representation

What do you anticipate the range of student background experience, vocabulary, and perception will be for this part of the lesson?

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What do you anticipate as barriers to student comprehension?

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What one or two design strategies can you include in your lesson to increase options for representation?

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Optional tool: Use CAST's UDL Representation Guidelines to learn more.
Examples:

- Different ways of presenting directions
- Clarifying vocabulary to support with language
- Activating background knowledge to improve comprehension

Ask yourself or a planning partner:

- ☐ Do the design strategies support the learning goal?

- ☐ Do the design strategies support the range of my students' **perception, language and symbol knowledge,** and comprehension?

Anticipate variability: Action and expression

What do you anticipate the range of student action and expression will be for this part of the lesson?

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_____

What do you anticipate as barriers to students demonstrating what they know?

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What one or two design strategies can you include in your lesson to increase options for action and expression?

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Optional tool: Use CAST's UDL Action & Expression Guidelines for more ideas about how students can show what they know. Examples:

- Different tools for physical action
- Different forms of media to communicate
- Goal-setting to support executive functioning

Ask yourself or a planning partner:

☐ Do the design strategies support the learning goal?

☐ Do the design strategies support the range of my students' **physical action, expression and communication,** and **executive function**?

Step 2: Implement

Facilitate the lesson and observe

How are students using the available options, resources, and tools?

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_____

Where are students getting stuck or not achieving what you had hoped?

_____

_____

Where do you have to reteach?

_____

_____

Ask yourself or a planning partner:

☐ Am I using feedback from my students about how they're learning during the lesson?

☐ Am I keeping the focus on the intended goal?

Step 3: Reflect and redesign

Reflect on your lesson

How did the lesson go? Were all students able to progress toward the goal? How could you tell?

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_____

What are some ideas you want to integrate into the lesson design next time?

_____

_____

How did the goal drive the design decisions?

_____

_____

Ask yourself or a planning partner:

☐ Do I need to reframe or refocus the **goal**?

☐ Did the design **anticipate variability**?

☐ Did the additional design strategies further **reduce barriers**?